DOCUMENT RESUME

ED 115 621 SP 009 690

AUTHOR Sullivan, Allen R.
TITLE Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers.
PUB DATE Nov 73
NOTE 19p.; Prepared for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education, Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Acculturation; *Bias; *Bilingual Education; *Cultural Pluralism; Culture Free Tests; Discriminatory Attitudes (Social); Ethnic Groups; *Intelligence Tests; *Test Bias

ABSTRACT

There has recently been an increasing awareness that the United States is a culturally diverse nation. Many people have seen this diversity as a divisive force and have therefore adhered to the melting pot theory. Everyone comes out of a melting pot the same. Consequently, (1) intelligence tests have been devised that are only relevant to the experiences of nonminority children; (2) schools have refused to offer bilingual education to Chinese, Mexican, and other children whose first language is not English; (3) courts have only recently considered offering bilingual translation of court proceedings; and (4) teacher training has rarely included anything that would focus a potential teacher's attention on the needs of culturally different children. In fact, many white teachers come to teaching with unfortunate prejudices against nonwhite children, as was shown by a study in which white female undergraduates consistently gave less praise, encouragement, or attention to black junior high students regardless of whether they had been told these students were gifted or nongifted. Intelligence tests are particularly susceptible to cultural bias; furthermore, they are limited in their ability to assess a child's real potential. The Dove Counter Balance Intelligence Test was created to help psychologists and others think about and design tests that recognize varieties of cultural experience and the different usages of language among different ethnic groups. (An example of this test is included.) (CD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED115621

MCE paper
Postdelegate
Conference

Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BY

Allen R. Sullivan, Ph.D.

Associate Professor of Urban Education
Director, Training of Teacher Trainers Program
University of Minnesota, Minneapolis

BEST COPY AVAILABLE

Prepared for
Conference on Competency Based Teacher Education:
The Potential for Multi-Cultural Education?
University of Wisconsin, Madison
Teacher Corp Associates

November 1-2, 1973

SP 009 690

Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers

Allen R. Sullivan, Ph.D.

Associate Professor of Urban Education
Director, Training of Teacher Trainers Program
University of Minnesota, Minneapolis

Introduction

For definitional purposes assessment in this presentation refers to "the study of human behavior."[1] This particular term was chosen to cover not only testing but also other procedures for observing and evaluating human behavior such as, observational techniques which include interviews, ratings, and recordings.[2] Particular attention will be given to an analysis of assessment and some of its social cultural implications. [3]Several authors have pointed out the fact that there is very little systematic research on methods that minority (i.e. culturally different) children use to discover the world, and that the researcher usually is not familiar with the social cultural milieu of the child,[4] thus influencing interpretations made by the researcher.

There is every reason to believe that present day educators have a lack of social cultural familiarity as to many researchers in attempting to assess characteristics of culturally distinct populations for pedagogical purposes.[5] It is the contention of this presentation that teachers and

---

1 James O. Palmer The Psychological Assessment of Children, John Wiley & Sons Inc., N.Y., N. Y., p.3, 1970.

2 Educational Testing Service Assessment in a Pluralistic Society, Proceedings of the 1972 Invitational Conference on Testing Problems. Princeton, N.J. p. xi.

3. Doxey A. Wilkerson, Prevailing and needed emphasis in research of the education of disadvantaged children and youth. Journal of Negro Education Summer, 1964, pp. 358-366

4. Vera P. John, The intellectual development of slum children. Some preliminary findings. American Journal of Orthopsychiatry. 1963 (3) pp. 813-823.

5. Gerald E. Levy, Ghetto School: Class Warfare in an Elementary School, Western Publishing Co., 1970.

teacher trainers can expand and enhance their cultural sensitivities to and knowledge of cultural variability, and consequently broaden there behavioral repertoire in the classroom. Secondly there is a scarce amount of literature available concerning the teachers knowledge of assessment materials and procedures. Increasingly assessment has been seen as a specialists function, although the interpretation of these findings is said to have influence on how children are viewed and treated in schools by teachers.[6,7]

The objective of this presentation will be to:

1. Present an overview of issues of education concerning culturally distinctive youth and discuss the influence of their life styles on the teaching learning process.

2. Discuss the need for more specific competency training for pre- and in-service teachers to increase in a positive direction their knowledge and behavior in relationship to culturally distinctive populations.

3. Review current assessment practices discussing their impact on culturally distinctive youth.

4. Present suggestions in terms of needed research, assessment procedures and teacher competencies which will increase the attempt to provide quality education for culturally distinct children specifically and all children in general.

Melting Pot or Tossed Salad: A closer look at the engredients

One of the most prominent methods of assessment currently used in our schools intelligence testing. Intelligence testing has a history which dates all the way back to Plato and Aristotle. As you read the history of the development of intelligence testing from the 1850s to the present you must constantly remind yourself to look at the cultural milieu of the flow

---

6 Robert Rosenthal and Lenore Jacobson. Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development. Holt, Rinehart, Winston, 1968.

7 Patricia Hewitt and James Massey Clinical Cues from the WISC Consulting Psychologists. 1972.

of history in terms of race relations occurring simultaneously with this movement. In the mid of late 1800s slavery was being debated in Europe and America, brothers were fighting each other over this issue in the U.S.A., wars of expansion both with Mexico, and native Americans were taking place. Anti-Chinese riots took place in the West during the 1880s. In essence I am saying that during the time of significant development of intelligence testing a whole host of negative assumptions concerning the major American cultural groups (minorities) were being formulated[8] i.e. Native Americans, Afro-Americans, Mexican-Americans, Asian-Americans and Puerto Ricans. (Note that this was before the significant wave of European immigrants of the 1900's.)

During the mid 1960's to the present time there has been a considerable amount of attention paid to the fact that this is a culturally diversed nation. Many people heretofore have seen this diversity as a devisive force within this country thus adhered to the "melting pot philosophy" in an attempt to obscure these differences. Examples of this melting pot approach can be seen in some legislation bearing directly on education namely Title I. Under these laws schools and consequently children attending these schools have been labeled "educationally deprived." Such a broad ruberic does very little if anything towards defining cultural or educational characteristics which will be helpful in planning to meet learning needs. Now many of these culturally distinct groups have proclaimed

---

8 Paul Jacobs, Saul Landaw and Eve Pell. To Serve The Devil: A Documentary Analysis of America's Racial History and why it have been Kept Hidden. Vintage Books. 1971. 2 volumes. (These books do an outstanding job of presenting information on the treatment of racial groups within this nation, and is a must for teachers seriously concerned about these issues.)

on non-acceptance of amalgamation and that this practice of non-acceptance of cultural distinctions must terminate, and that society must be re-educated to the concept of the tossed salad philosophy rather than the melting pot. (i.e. each element mixed with others while maintaining its own unique flavor making a unique contribution to the total quality of the American experience with no element seen as worse or better than the other.)

We in education have developed methods of instruction that have denied these cultural differences, for exaple,the supreme court has just agreed to hear arguments on the Lau vs. Nichols[9] case. A class-action suit brought on behalf of 1,790 students of Chinese ancestry in San Francisco who have difficulty handling classwork in English. The district court ruled that Chinese-speaking students by receiving the same education made available on the same terms and conditions to the tens of students in the school district are legally receiving all their rights to an education and to equal educational opportunity. Lau's attorneys contend that California law mandates school attendance and mandates instruction in English as well as requires English as a prerequisite to graduation discriminates against children who have difficulty with English. They are asking for compensatory instruction in English as the remedy.

The United States Senate is presently considering a bill to provide for bilingual federal courts whereever they are needed through out the nation. The measure calls for simultaneous translation at all civil and

---

9 Lawrence Wright, Potential Landmark High Court to Hear Lau case. Race Relations Reports Oct. 1, 1973.

criminal proceedings involving people who do not speak enough English to understand what is going on. The bill would apply to a wide variety of languages , Spanish, Italian, Polish, Japanese, French, and Chinese, to name a few. Given the fact that these measures are just being considered be speaks of the untold suffering of members of distinctive cultural groups attempting to receive an appropriate education, or justice within our legal framework. I am not attempting to be harch but attempting to be factual in pointing out consequences for thinking in the frame work of a melting pot were everybody is considered the same.

Teacher Knowledge and Expectations

Most teachers presently teaching in the American educational establishment went through teacher preparation sequence that paid little or no attention to the cultural phenomenon in education. Thus the attitudes, beliefs and knowledge that teachers have about speciiic cultural groups needs to be critically examined and enhanced in light of new knowledge and literature on cultural pluralism produced within the past decade... I am not making this assertion without any data to support it; let me share a few studies which will dramatize the need for attention in this area of cultural pluralism and teacher training.

The study[10] was conducted with 66 white female undergraduates and 264 seventh and eighth graders attending three junior high schools in a midwestern community. White and Black junior high schoolers were randomly assigned to either the "gifted label" or "non-gifted label" group. Each student teacher was given the information on student status with a teaching task to perform. Systematic recordings were taken during the assigned teaching task period. The observation and recording focused on six variables:

1. Teacher attention to students' statements, subdivided into requested and spontaneous student statements,
2. Teacher encouragement of students' statements,
3. Teacher elaboration of students' statements,
4. Teacher ignoring of students' statements,
5. Teacher praise of students' statements,
6. Teacher criticism of students" statements.

The results were of special interest, because of comparisons of teacher interaction with Black and White students. Black students were given less attention, ignored more, praised less, and criticized more. More startling, perhaps, was the interaction between race and label, which suggests that it is the gifted Black who is given least attention, is the least praised, and is most criticized, even when comparing him to his "non-gifted" Black counter-part. Post-experimental interviews indicated that the teachers were not suspicious of the experimental assumptions and hypothesis. --- A second study[11] points out the discrepancy between the school's view of Chicano and Black children's

---

10 Machr, Martin and Rubovits, Pamela. The Effects of the "Gifted" and "Nongifted" on Teachers' Interaction with Black and White Students. University of Illinois, Urbana-Champaign (mimeograph).

11 Mercer, Jane R. Sociocultural Factors in The Educational Evaluation of Black and Chicano Children. Presented at The 10th Annual Conference on Civil and Human Rights of Educators and Students. Washington, D.C. Feb. 18-20, 1972.

intellectual functioning and performance in this community, when compared with school performance. Recently there has been a discussion[12] and study of the negative implications and students' perception of labeling children as a result of their performance on academic and intellectual measures.[13]

Another area that needs exploration is the amount of substantive knowledge that teachers have concerning testing procedures, practices, and instruments. For example, "We know that correlation does not equal causation but we keep forgetting it."[14] "Terman took care to suggest that I.Q. was only a general guide, not a precise rule to measure intelligence. Unfortunately, many people then, as now, overlooked or forgot these cautions and became too ready to accept the I.Q. as a final criterion upon which a child's potential abilities might be evaluated for all times."[15] Teacher training is the most crucial issue to deal with, because any revisions, or development of new and more accurate instrumentation will necessarily take a considerable amount of time, but a reduction or elimination of abuses can take place with focus on the educational personnel responsible for translating intellectual information into pedagogical practices.

---

12 Towne, Richard C. and Joiner Lee. Some Negative Implications of Special Placement for Children with Learning Disabilities. The Journal of Special Education, Vol. 2 No. 1 pp. 217-226.

13 Jones, Reginald. Labelling Children Culturally Deprived and Culturally Disadvantaged. Black Psychology, Harper & Rowe Publishers, pp. 285-294.

14 McClelland David C. "Testing or Competence Rather Than Intelligence" American Psychologist,]973 (Jan)] (28) p.3

]5 Cratty Bryant Physical Expression of Intelligence Prentice Hall Inc. Englewood Cliffs N.J.]972. p.25

Present Testing Practices

Much discussion has been generated concerning the abuses of testing, i.e., educators' making lasting negative assumptions about individuals or collective groups on the basis of their performance on a paper and pencil measure. There has been and continues to be concern about the norming procedures used, which as a rule do not significantly include minority cultural groupings - therefore, don't reflect the true spectrum of cultural experiences in America. This author is suggesting that the question of testing and its relationship to culture is more basic than the question of who was in the norm group. There is also the question of who formulated the items for the exam. For purposes of illustration, let me give a few examples of items from existing nationally used achievement and intelligence exams which have lead me to raise this question. These two items appear in the verbal battery of one exam.[16]

1. How the _____ roses flush up in the cheeks.

   white pretty small yellow red

2. When a dove begins to associate with crows, its feathers remain _____, but its heart grows black.

   Black White dirty spread good

There is no other way to explain these examples than to say that they are culturally invalidating and racial in nature, and consequently,

---

16 For those interested in more examples and a discussion of item analysis see Sullivan, Allen R. The Identification of Gifted and Academically Talented Black Students: The Hidden Exceptionality . (in press) Journal of Special Education.

put a significant number of minority students at a distinct disadvantage. On reviewing a second widely used achievement measure, it was found that out of 50 words that the students were to define in the vocabulary section of the exam (42% or 21 words were negative, i.e., reflecting elements of social control, 24% or 12 were positive and 34% or 17 neutral). Examples of these three categories are as follows.

Negative	Neutral	Positive
terrify	transcript	bravery
riotous	gelatin	talent
chastise	[illegible]nte	miracle
villainy		bracelet
massacre		competence

Some might ask "What's the point being made? But it's important to consider the implications of not doing well on an exam like this, expecially for minority students. They are put in "pre-socialization" classes because they haven't adequately mastered the language of self and social control. The words given above were randomly selected from those appearing on this particular test. Test results for 150 Afro-American children in the 5 and 6 grades were analyzed for the percentage correct for each of these words. Only 29.80% of the negative words were correctly answered, 33.64% of the neutral words, and 57.45 of the positive words. Thus, the author is suggesting that there are some demographic, social, cultural, and racial variables that may influence or moderate how well a student does on a particular test, as well as the criterion behavior.

Alternative Methods of Assessing Student-Competency

The focus of this paper not only is to point to shortcomings within the assessment process but to give critical suggestions for overcoming these problems.

Suggestions for Alternative methods of Assessment:

A. One alternative seems so simplistic that it shouldn't even have to be mentioned, but I will anyway. Tests are used as predictors of one's capacities, which only can be assessed by measuring one's abilities. "Capacity is basically the potentiality for development in certain areas - physical as well as mental. Their ability must be the present level or degree to which a capacity or group of capacities has been brought to fruition."[17] Thus they support the student and give him opportunities to try the criterion behavior.

B. There are correlation techniques that could be used to determine the amount of influence external factors have on a child's performance.[18] The multiple moderator approach can be used when you have criterion measures, (adequate life functioning), predictor variables (intelligence measure), and moderator variables (sex, race, etc.). Thus, cultural specific behavior and knowledge could influence a student's response on I.Q. measures, and should be accounted for. Thus one could determine

---

17 Byram, George H. Socio-Psychological Concepts Relating to Teaching The Culturally Disadvantaged. Pageant Ltd. Brooklyn, N.Y., 1972 p. 60.

18 Flaugher, Ronald and Rock, Donald. A Multiple Moderator Approach to the Identification of Over- and Under- achievers. Journal of Educational Measurement. Vol. 6 No. 4, Winter 1969, pp. 223-228.

the amount of contribution or influence that this variable has on a child's performance and adjust the scores accordingly.

C. My last recommendation gets to the heart of the topic of this paper; that is, to include culturally specific questions on exams so that you offer cultural pluralism. To use an analogy, I.Q. tests have been used like a laser beam (white light) to be the cutting edge in the deselection process in education. This author is suggesting a different light-a rainbow so that you don't focus in on one band on the spectrum, but you include all: red, yellow, brown, white, and black. "Having a diversity of cultures within a single country can be a threat, a problem, or an asset".[19] Thus steps must be taken to make it an asset. Thus in testing children you also are saying we must teach that there are unique cultural differences as well as similarities, and just because a group of people look at and solve a problem differently doesn't mean they are any better or worse as a person. I will end this presentation with some examples, using a counter-balance test to indicate the needed activities if testing is to take the direction I have suggested. This particular test reflects the Afro-American experience. There are several tests presently developed that reflect Chicano and native American experiences. There is a need to develop such instruments for educative and assessment purposes.

---

19 Madelon Stent et al. Cultural Pluralism in Education: A Mandate For Change. Appelton Centry Croft, N.Y. 1973, p. 1.

Counter Balance Intelligence Measures...Its Present Application

Dove drew up the Counter Balance General Intelligence Test in 1965 while working for the California Fair Employment Practices Commission. The test was originally used to indicate to an employer the unfairness of rejecting a black job aspirant because of a low performance on a general intelligence test. Dove in his initial test used questions covering areas of family life, recreation, religious and economic institutions, as well as language style and dress. It's important to note that the instrument was originally designed for use with adults. Many educators after reading about this instrument selected one of the items, which dealt with the amount of time it took to cook chitlings, and began to call the test the "Chitling Test" rather than the Counter Balance General Intelligence Test, as specified by the author. This practice has had the effect of reducing the potency and seriousness of the concerns various cultural groups have expressed about the content and interpretation of intelligence test performance as it relates to their children. Presently the counter balance examination has been used with groups of perspective and actual teachers, psychologists, and psychometriciams to envolve themselves in the process of conceptualizing distinctive cultural characteristics. The rationale for focusing in on this particular population is that they are on the front line in terms of administering, interpreting, designing and implementing decisions based upon children's test performance in school. Thus they will and necessarily should be involved with others in terms of revitalizing or revamping new instruments and procedures in an attempt to move accurately and judiciously assess the intellectual potential of all children in school.

ADAPTION OF DOVE COUNTER-BALANCE
General Intelligence Test

by Adrian Dove & Allen R. Sullivan, Ph.D.

Instructions: Circle the letter of the correct answer. Answer each question.

1. A "gas head" is a person who has a:

   a. fast-moving car
   b. stable of "lace"
   c. "process" or "do"
   d. habit of stealing cars
   e. long jail record for arson

2. Cheap chitlings (not the kind you purchase at a frozen food counter) will taste rubbery unless they are cooked long enough. How soon can you quit cooking them to eat and enjoy them?

   a. 45 minutes
   b. two hours
   c. 24 hours
   d. one week (on a low flame)
   e. one hour

3. If you are thirsty while attending a weekend party, and want an alcoholic beverage, you ask for a:

   a. slow sip
   b. drink
   c. sip of booze
   d. taste
   e. glass

4. It is said that the first thing a brother does after completing a good meal is:

   a. drink water
   b. excercise
   c. sleep
   d. thank the cook
   e. burp

5. What is a pik used for?

   a. basketball defense
   b. afro hair style
   c. asking a girl to dance
   d. cleaning teeth
   e. turning barbecued meat

6. Bo Didley is a:

a. game for children
b. down home cheap wine
c. down home singer
d. new dance
e. Moejoe call

7. What are the "Dixie Hummingbirds?"

a. part of the KKK
b. a swamp disease
c. a modern gospel group
d. a Mississippi Negro Parliamentary Group
e. Deacons

8. Who first said "Black is Beautiful?"

a. Don E. Lee
b. Ron Karanga
c. Malcolm X
d. Martin Luther King, Jr.
e. Marcus Garvey

9. What group has for its theme "Freedom Justice and Equality?"

a. Peace and Freedom Party
b. Black Panthers
c. Muslims
d. NAACP
e. UNIA

10. Charles Drew is famous for:

a. inventing the first shoe assembly machine
b. performing the first open heart surgery
c. writing "Lift Every Voice and Sing"
d. Perfecting blood plasma
e. refining sugar

11. Which word is out of place here?

a. splib
b. blood
c. gray
d. spook
e. black

12. "Dust" is what you get when:

a. one fusses with you
b. runs in front of you
c. a car screeches in front of you
d. air pollution over the ghetto
e. when the eagle flies

13. When one chirps he is:

a. complaining
b. squealing
c. singing
d. cussing
e. flying the coop

14. When someone is called heavy, he is considered:

a. handsome and articulate
b. articulate and intelligent
c. beautiful and hip
d. clever and cunning
e. hip and cool

15. A hog is a:

a. barbecue
b. glutton
c. short
d. cop
e. crib

16. If you throw the dice and seven is showing on the top, what is facing down?

a. seven
b. snake eyes
c. boxcars
d. little joes
e. 11

17. "Jet" is:

a. motorcycle club
b. one of the gangs in West Side Story
c. a news and gossip magazine
d. a way of life for the rich
e. getting something quickly

18. Uhuru means:

a. justice
b. loyalty
c. freedom
d. peace
e. equality

19. What are the three basic and fundamental colors of the African flag?

a. yellow, green and white
b. red, black and green
c. brown, black and beige
d. green, blue and orange
e. red, white and blue

20. Playing the dozens is the same as playing:

a. a guitar
b. house
c. cribbage
d. the drums
e. cards

ANSWER KEY

1. c	6. c	11. c	16. a
2. c	7. c	12. e	17. c
3. d	8. d	13. c	18. c
4. c	9. c	14. b	19. b
5. b	10. d	15. c	20. b